

**For Reference**

---

**NOT TO BE TAKEN FROM THIS ROOM**

# For Reference

---

NOT TO BE TAKEN FROM THIS ROOM

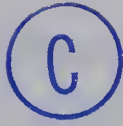
Ex libris  
UNIVERSITATIS  
ALBERTAEENSIS



THE UNIVERSITY OF ALBERTA

A CONSIDERATION OF CRITERIA RELATING TO THE  
SELECTION OF PRINCIPALS

by



KARL OLIVER PETERSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

AUGUST, 1967



Digitized by the Internet Archive  
in 2019 with funding from  
University of Alberta Libraries

<https://archive.org/details/Peterson1967>

UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Consideration of Criteria Relating to the Selection of Principals," submitted by Karl Oliver Peterson in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

The basic purpose of this study was to examine and list criteria used in the selection of principals. As part of this purpose, research was conducted in the Edmonton Public School System to determine whether such criteria could be proven to be of greater or lesser importance as they are employed at large or in the Edmonton System.

To obtain data for the study, 119 questionnaires were sent out to the principals of the Edmonton Public School Board. Ninety-six of these were returned. A statement of policy in regard to the selection of principals was also obtained from the Board.

Data from Part I of the questionnaire were used to group the principals in the study according to age, length of experience before administration, education, career or place bound orientation, and type of school in which they worked. Data from Part II of the questionnaire provided attitudes of principals as to whether they considered certain items of behavior relating to relationships with parents and teachers, and items relating to change, desirable or undesirable.

Chi square tests were performed by the computer at the University of Alberta, to determine whether principals' attitudes towards parents, teachers, and change were independent of age, length of experience before administration, education, career or place bound orientation, and type of school in which the principals worked.

The results of this study led to some conclusions. Important criteria for appointing principals are age, type and length of experience,





education, intelligence, personality, and familiarity with the system in which the principal will work. However, a consensus of opinion as to the relative importance of various criteria in selecting principals does not appear to exist. Since only nine out of 135 chi square tests revealed significant differences between attitudes of principals the results of the study did not support the hypotheses. Therefore, no conclusions could be made as to the relationships between principals' ages, experience before administration, training, career place bound orientation, or the type of school in which a principal works, and his attitudes toward parents, teachers or change.



## ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to Dr. D. Friesen, Dr. D. A. MacKay, and Dr. M. Gulutsan for the guidance they gave him in the preparation of his thesis. Acknowledgement is also given to the principals whose replies to the questionnaire made this study possible.



## TABLE OF CONTENTS

| CHAPTER                                                    | PAGE |
|------------------------------------------------------------|------|
| I. THE PROBLEM AND DEFINITION OF TERMS USED . . . . .      | 1    |
| The Problem . . . . .                                      | 1    |
| Statement of the Problem . . . . .                         | 1    |
| Importance of the Study . . . . .                          | 2    |
| Assumptions . . . . .                                      | 4    |
| Delimitations . . . . .                                    | 5    |
| Limitations . . . . .                                      | 5    |
| Definition of Terms . . . . .                              | 6    |
| Hypotheses . . . . .                                       | 7    |
| II. REVIEW OF THE LITERATURE . . . . .                     | 9    |
| Criteria for Selection of Principals . . . . .             | 9    |
| Sociological Considerations of the Principalship . . . . . | 17   |
| Career and Place Bound Principals . . . . .                | 17   |
| Cosmopolitan and Local Principals . . . . .                | 20   |
| III. RESEARCH PROCEDURES . . . . .                         | 23   |
| The Sample . . . . .                                       | 23   |
| Age . . . . .                                              | 23   |
| Experience . . . . .                                       | 24   |
| Career and Place Bound Orientation . . . . .               | 25   |
| Education . . . . .                                        | 26   |
| Type of School . . . . .                                   | 26   |
| Instrumentation and Data Collected . . . . .               | 26   |



| CHAPTER                                          | PAGE |
|--------------------------------------------------|------|
| IV. STATISTICS USED . . . . .                    | 31   |
| V. BOARD POLICY . . . . .                        | 34   |
| VI. STATISTICAL ANALYSIS . . . . .               | 38   |
| Relationships with Parents . . . . .             | 38   |
| Attitudes Toward Change . . . . .                | 45   |
| Relationships with Teachers . . . . .            | 56   |
| A Summary of Significant Relationships . . . . . | 60   |
| Relationships with Parents . . . . .             | 60   |
| Attitudes Toward Change . . . . .                | 64   |
| Summary of Statistical Findings . . . . .        | 68   |
| VII. OUTCOMES OF THE STUDY . . . . .             | 69   |
| Implications . . . . .                           | 69   |
| Implications for Board Policy . . . . .          | 69   |
| Implications for a Hiring Agent . . . . .        | 71   |
| Implications for Further Research . . . . .      | 74   |
| Conclusions . . . . .                            | 77   |
| BIBLIOGRAPHY . . . . .                           | 79   |
| APPENDIX: The Questionnaire . . . . .            | 84   |





## LIST OF TABLES

| TABLE                                                                                                               | PAGE |
|---------------------------------------------------------------------------------------------------------------------|------|
| I. Characteristics of Leadership: In Terms of Degree of<br>Amenability to Known Testing Devices . . . . .           | 12   |
| II. Criteria for Selecting Principals: Some Indications of<br>Average Practice . . . . .                            | 13   |
| III. Frequency Distribution of Principals by Ages in the<br>Edmonton Public School System . . . . .                 | 23   |
| IV. Frequency Distribution of Principals by Total Years of<br>Experience in the Edmonton School System . . . . .    | 24   |
| V. Frequency Distribution of Principals by Years of Teaching<br>Experience Before Becoming Administrators . . . . . | 25   |
| VI. Probability that the Responses to Item 1 are Independent of<br>Selected Categories of Principals . . . . .      | 39   |
| VII. Probability that the Responses to Item 2 are Independent of<br>Selected Categories of Principals . . . . .     | 39   |
| VIII. Probability that the Responses to Item 3 are Independent of<br>Selected Categories of Principals . . . . .    | 40   |
| IX. Probability that the Responses to Item 4 are Independent of<br>Selected Categories of Principals . . . . .      | 41   |
| X. Probability that the Responses to Item 5 are Independent of<br>Selected Categories of Principals . . . . .       | 42   |
| XI. Probability that the Responses to Item 6 are Independent of<br>Selected Categories of Principals . . . . .      | 43   |



## TABLE

## PAGE

|        |                                                                                                             |    |
|--------|-------------------------------------------------------------------------------------------------------------|----|
| XII.   | Probability that the Responses to Item 7 are Independent of<br>Selected Categories of Principals . . . . .  | 44 |
| XIII.  | Probability that the Responses to Item 8 Are Independent of<br>Selected Categories of Principals . . . . .  | 45 |
| XIV.   | Probability that the Responses to Item 9 are Independent of<br>Selected Categories of Principals . . . . .  | 46 |
| XV.    | Probability that the Responses to Item 10 are Independent<br>Of Selected Categories of Principals . . . . . | 46 |
| XVI.   | Probability that the Responses to Item 11 Are Independent<br>Of Selected Categories of Principals . . . . . | 47 |
| XVII.  | Probability that the Responses to Item 12 Are Independent<br>Of Selected Categories of Principals . . . . . | 48 |
| XVIII. | Probability that the Responses to Item 13 are Independent<br>Of Selected Categories of Principals . . . . . | 49 |
| XIX.   | Probability that the Responses to Item 15 Are Independent<br>Of Selected Categories of Principals . . . . . | 50 |
| XX.    | Probability that the Responses to Item 16 are Independent<br>Of Selected Categories of Principals . . . . . | 51 |
| XXI.   | Probability that the Responses to Item 17 are Independent<br>Of Selected Categories of Principals . . . . . | 52 |
| XXII.  | Probability that the Responses to Item 18 Are Independent<br>Of Selected Categories of Principals . . . . . | 52 |
| XXIII. | Probability that the Responses to Item 19 Are Independent<br>Of Selected Categories of Principals . . . . . | 53 |



## TABLE

## PAGE

|         |                                                                                                             |    |
|---------|-------------------------------------------------------------------------------------------------------------|----|
| XXIV.   | Probability that the Responses to Item 20 are Independent<br>Of Selected Categories of Principals . . . . . | 54 |
| XXV.    | Probability that the Responses to Item 21 Are Independent<br>Of Selected Categories of Principals . . . . . | 55 |
| XXVI.   | Probability that the Responses to Item 22 are Independent<br>Of Selected Categories of Principals . . . . . | 56 |
| XXVII.  | Probability that the Responses to Item 23 Are Independent<br>Of Selected Categories of Principals . . . . . | 57 |
| XXVIII. | Probability that the Responses to Item 24 Are Independent<br>Of Selected Categories of Principals . . . . . | 57 |
| XXIX.   | Probability that the Responses to Item 25 are Independent<br>Of Selected Categories of Principals . . . . . | 58 |
| XXX.    | Probability that the Responses to Item 26 Are Independent<br>Of Selected Categories of Principals . . . . . | 59 |
| XXXI.   | Probability that the Responses to Item 27 are Independent<br>Of Selected Categories of Principals . . . . . | 60 |
| XXXII.  | Principals Responses to Item 3 and Types of Schools . . .                                                   | 61 |
| XXXIII. | Principal Responses to Item 4 and Career, Place Bound<br>Orientation . . . . .                              | 62 |
| XXXIV.  | Principal Responses to Item 7 and Age Groups . . . . .                                                      | 63 |
| XXXV.   | Principal Responses to Item 7 and Amount of Training . . .                                                  | 63 |
| XXXVI.  | Principal Responses to Item 8 and Experience Before<br>Administration . . . . .                             | 64 |
| XXXVII. | Principal Responses to Item 16 and Experience Before<br>Administration . . . . .                            | 65 |



## TABLE

## PAGE

|          |                                                           |    |
|----------|-----------------------------------------------------------|----|
| XXXVIII. | Principal Responses to Item 20 and Experience Before      |    |
|          | Administration . . . . .                                  | 66 |
| XXXIX.   | Principal Responses to Item 20 and Amount of Training . . | 67 |
| XL.      | Principal Responses to Item 22 and Experience Before      |    |
|          | Administation . . . . .                                   | 67 |
| XLI.     | Probability That Responses are Independent of Categories. | 68 |





## LIST OF FIGURES

| FIGURE                                                                                                        | PAGE |
|---------------------------------------------------------------------------------------------------------------|------|
| 1. Representation of Screening Devices to Select Principals<br>In the Edmonton Public School System . . . . . | 36   |
| 2. A General Representation of Screening Devices to Select<br>Principals . . . . .                            | 36   |



## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### I. THE PROBLEM

##### Statement of the Problem

It is the purpose of this study to discover whether measurable relationships exist between variables involved in appointing principals and selected measures of these principals' attitudes towards the parents and teachers with whom they interact and towards the curriculum. The variables chosen for study are: (1) ages, (2) years of experience before becoming administrators, (3) years of training dichotomized under the headings of bachelor's degree or master's degree, and (4) the principals' career or place bound orientation. The measures of attitude are related to the principals' perceptions of desirable behavior in the administrative situation. More specifically, the measures of attitude will be considered as those pertaining to the principals' relationships with parents, with teachers, and those pertaining to the principal's role as "change agent."

A number of sub-problems arose when the four variables mentioned above were applied in studying principals in the Edmonton Public School System. These are noted below.

Sub-problem I. What criteria are generally considered important in appointing principals?



Sub-problem II. What is the policy of the Edmonton Public School Board in appointing principals?

Sub-problem III. What relationships exist between the selection policies of the Edmonton Public School Board and those documented elsewhere?

Sub-problem IV. How do the practices of the Edmonton Public School Board relate to their selection policies?

Sub-problem V. What is the relationship between a principal's attitude toward the parents in a school system and his experience, training, age and career or place bound orientation?

Sub-problem VI. What is the relationship between a principal's attitude toward his staff and his experience, training, age, and career or place bound orientation?

Sub-problem VII. What is the relationship between a principal's role as a "change agent" and his experience, training, age, and career or place bound orientation?

### Importance of the Study

Those who are in the position of appointing principals must be concerned with the attitudes of those whom they select. The behavior of such principals, which is a logical consequence of their attitudes, greatly influences the school system. To quote the words of Peach:

No one should deny the paramount importance of the school principal in education today. His leadership will set the direction





which the school will follow--'as is the principal so is the school.' The development in the past two decades of the idea that the principal must give professional leadership places great importance upon the selection of the person who fills the position. The principal must be competent in school-community relations, supervision of instruction and in-service education. The selection of the individual to head the school is of the utmost importance.<sup>1</sup>

There has been a certain amount of research conducted relating to principals' characteristics and these principals' consequent effectiveness, but there appears to be almost no research pertaining to such characteristics as age and experience and how they are related to the principal's attitudes toward parents, teachers, and curriculum. Some interesting comments relating to this matter are made by Campbell.

Let us now turn to the question of selection. Unfortunately, our research in this area is short. In Administrative Behavior in Education. . .we attempted to synthesize the research in the field of educational administration. In Chapter XI the research having to do with selection is brought together. . . .You will be surprised to see how little we know about this question.<sup>2</sup>

This quotation is corroborated by Toombs.

Two observations might be made on the basis of the very limited research conducted on principal and superintendent qualifications. The first is that in Canada there is a marked lack of material and research on the subject.<sup>3</sup>

There is no question, then, that it is desirable to conduct research on the selection of principals, but to stop at the stage of

<sup>1</sup>J. W. Peach, "Procedures and Criteria Used in Selecting Administrative Personnel in Large Urban School Systems in Western Canada" (unpublished Master's thesis, University of Alberta, Edmonton, 1963), p. 3.

<sup>2</sup>R. F. Campbell, "Selection and Preparation of School Principals," The Canadian School Principal, John H. M. Andrews, A. W. Reeves and Fred Enns (eds.) (Toronto: McClelland and Stewart Ltd., 1962), p. 43.

<sup>3</sup>W. N. Toombs, "Administrative Requirements of Principals and Superintendents," Canadian Education and Research Digest, VII(March, 1962), 63.





simply collecting data would result merely in a survey, a statement of average practice, and to some extent, a repetition of what has already been done. Therefore, it is necessary to determine how the criteria for selection relate to the principals' attitudes and thus perhaps to their behavior. It is presumed that a hiring agent may wish to make up his mind as to what effects he desires the principal to have on the school system and that he might be helped to do this by being made aware of differences in principals' characteristics and the relationship between these characteristics and any differences in principals' attitudes toward the school system.

#### Assumptions

Part of this study depends upon the cooperation of principals in selecting desirable behavior from a list of possible activities. Therefore, it is assumed that such selected desirable behavior provides a description of the attitude of the principal selecting it. It is further assumed that certain attitudes on the part of principals could result in definite effects in relationships with parents and teachers and in activities as a "change agent."

Another assumption is that physical conditions surrounding a principal in an elementary school are very different from those in a secondary school. It is necessary to make such an assumption since a major purpose of this study is to find differences among principals' attitudes which are a function of the criteria used when selecting these principals. This major purpose makes it imperative to avoid attributing differences between principals' attitudes to criteria such as age and



experience when they are really related to a principal's position in an elementary or secondary school.

### Delimitations

In order to carry out constructive research the characteristics of principals were systematized, categorized, and delimited for the purpose of this particular study. As a result, it is proposed here to investigate certain objective characteristics in regard to the manner in which they could be used to select principals. These characteristics are age, type and length of experience, academic training, and mobility which is defined in terms of career and place bound orientation. Sex, which is also an objective variable, unfortunately becomes a negligible factor in Edmonton, due to the lack of women principals.

A large city system was chosen for study because such a system is an example of a special administrative situation due to complexity of organization, salary factors, and living conditions. Since this is a type of situation which is typical of the majority of employment situations for principals, it is important that it be studied. The principal in a smaller, or rural system operates under a different set of working conditions. In other words, principals in a large urban system constitute a population for one study and principals in smaller districts and rural areas are suitable for another one.

### Limitations

The fact that principals in a city are being studied as a sample tends to preclude generalizations from the findings except to other





cities with similar promotion policies and living conditions. Since the principals being studied are at the upper end of the continuum as regards experience and training, and since a city system has unique effects upon the pattern of their administrative behavior, it cannot be concluded that any characteristic of a principal mentioned in this study would produce identical effects in all settings.

## II. DEFINITION OF TERMS

Type I, II and III schools. Because of the tendency to combine elementary and junior high school rooms under the jurisdiction of the same principal, it was not suitable to the purpose of this study to define schools as elementary and secondary. Therefore, purely elementary schools (grades 1-6) will be designated as type I schools and schools housing grades 1-9 or instructing some pupils beyond grade six but not beyond grade nine will be designated type II. The high schools (grades 10-12) will be designated type III.

Career and place bound principals. A career bound principal wishes to obtain a principalship no matter where he has to go geographically. A place bound principal attaches more importance to the place of employment than to the position. In operational terms a career bound principal would move from job to job seeking promotions while a place bound principal would remain in the same school until a promotion became available to him. This latter operational type of definition provided the basis for classifying principals in this study by asking principals whether the position or the place in which it was situated was



more important to them.

Change agent. For the purpose of this study the definition of a change agent given by Downey was accepted.

The change agent is nothing more than an agitator, a disturber of balance, a stimulation of discomfort or dissatisfaction. Such an agent, acting as a catalyst in the system, causes reactions and provides the setting and stimulus for innovation.<sup>4</sup>

In terms of this study the emphasis is on asking principals to supply attitude responses to items which refer to the "pros and cons" of change. For example, principals are asked to agree or disagree with items ranging from "seek to introduce new ideas" to "go slowly in introducing new techniques."

### III. HYPOTHESES

Hypothesis I. A principal's attitude regarding his relationships with the parents in the school system will vary with his experience, training, age, and his career or place bound orientation.

Hypothesis II. A principal's attitude regarding his relationships with his staff will vary with his experience, training, age, and career or place bound orientation.

Hypothesis III. A principal's attitude in regard to his role as a "change agent" will vary with his experience, training, age, and career or place bound orientation.

---

<sup>4</sup>Lawrence W. Downey, The Secondary Phase of Education (New York: Blaisdell Publishing Company, 1965), p. 202.





A report on the statistical testing of the hypotheses will be given in Chapter VI of this study. Chapter II will consist of a summary of the literature in the area of selecting principals while Chapter V will be a summary of the policy of the Edmonton Public School Board in regard to selection of principals. Chapter VII will contain a consideration of what implications support or reject the above-mentioned hypotheses have in regard to selection policy suggested by Edmonton's Board, and in regard to selection policy suggested in the literature.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. CRITERIA FOR SELECTION OF PRINCIPALS

As Wallin points out, it appears that, historically speaking, the principalship has been awarded to the teacher who was the best disciplinarian, the best instructor, and the most physically able member of the staff.<sup>1</sup> This practice usually neglected the factor of providing for adequate supervision of the instructional program since leadership often came from persons in the central administrative office who expected the principal to restrict his activities to looking after discipline and clerical duties, executing orders and doing some classroom teaching. This kind of thinking became entrenched among personnel officers and the professionalization of the principalship proceeded slowly.

However, a modern concept of the principalship has developed in which the principal is seen as a dynamic instructional leader, a resource person and a motivator as well as a policy maker. Therefore, it has become necessary for school officials to consider selection procedures more carefully in order to obtain people with specialized ability.

As regards criteria considered in the selection and appointment of principals, very little research has been done and that which exists is mainly of a descriptive nature. This was pointed out previously in

---

<sup>1</sup>H. A. Wallin, "Nominations as a Technique for Identifying Potential Principals" (unpublished Master's thesis, The University of Alberta, Edmonton, 1962).



this study; at this time it is necessary to review the literature that is available. The first step is to consider what criteria are usually involved in selection--that is to compile a listing of criteria.

Davis, for example, considers the factors of age, experience, amount of training, intelligence and academic achievement.<sup>2</sup> Campbell mentions personality, experience and training;<sup>3</sup> Bryant<sup>4</sup> and Forester<sup>5</sup> both stress training; Greene considers experience and testing;<sup>6</sup> Toombs discusses training and experience<sup>7</sup> while the Department of Elementary School Principal's Yearbook contains a discussion of sex, training, experience and age.<sup>8</sup> A rather complete listing of criteria as presented by Wallin<sup>9</sup> is shown in Table I on page . The following quotation from Peach is also significant.

---

<sup>2</sup>John E. Davis, "Selecting Administrators," Alberta Journal of Educational Research, IX (June, 1963), 94-99.

<sup>3</sup>R. F. Campbell, "Selection and Preparation of School Principals," The Canadian School Principal, J.H.M. Andrews, A. W. Reeves and Fred Enns (eds.) (Toronto: McClelland and Stewart Ltd., 1962), pp. 41-51.

<sup>4</sup>Bill Bryant, "Academic and Professional Education Requirements for Elementary Administrative Credential," Journal of Teacher Education, XVI (March, 1965), 74-76.

<sup>5</sup>J. J. Forester, "Selecting and Training Elementary School Principals," National Elementary Principal, XXXIV (October, 1954), 32-35.

<sup>6</sup>J. E. Greene, "How Do Large Cities Select Principals?" National Elementary Principals, XXXIV (May, 1955), 33-36.

<sup>7</sup>W. N. Toombs, "Administrative Requirements of Principals and Superintendents," Canadian Educational and Research Digest, VII (March, 1962), pp. 55-62.

<sup>8</sup>Department of Elementary School Principals, The Elementary School Principalship--A Research Study (Washington: National Education Association, 1958).

<sup>9</sup>Wallin, op. cit., p. 16.







The criteria which appear to be most used in the selective process are: age, experience, academic training, level of scholastic achievement, intelligence, personality or personal factors, health and general knowledge.<sup>10</sup>

A common element in the above cited studies seems to be the consideration of age, experience and training. Because they are identified as important variables in the present study a summary of findings indicating how these variables relate to principals who are actually employed is given in Table II, page 13.

From an examination of this table, it can be seen that the average amount of experience which principals have ranges from thirteen to eighteen years, that principals are usually required to be educated beyond the bachelor's level and that the average age of principals ranges from thirty-five to forty-three years. As a supplement to Table II, it is well worth considering some other findings relating to the same variables.

Age. One investigator, Scott, claims that age is not related to effectiveness.<sup>11</sup> Campbell, on the topic of age, says that the older person is not a better principal.<sup>12</sup> Thirty-five per cent of superintendents

---

<sup>10</sup>J. W. Peach, "Procedures and Criteria Used in Selecting Administrative Personnel in Large Urban School Systems in Western Canada" (unpublished Master's thesis, University of Alberta, Edmonton, 1963), p. 10.

<sup>11</sup>Frank A. Scott, "The Development of an Instrument to Assess the Attitudes of Principals," Journal of Experimental Education, XXXVI. (March, 1958), 195.

<sup>12</sup>R. F. Campbell, "Research on the Selection of School Administrators," Educational Research Bulletin, XXXV (February, 1956), 31.



TABLE I

CHARACTERISTICS OF LEADERSHIP: IN TERMS OF DEGREE  
OF AMENABILITY TO KNOWN TESTING DEVICES<sup>a</sup>

| Leadership<br>Characteristics | Low<br>1 | 2 | Medium<br>3 | 4 | High<br>5 |
|-------------------------------|----------|---|-------------|---|-----------|
| 1. Specialized knowledge      |          |   |             |   | x         |
| 2. Specialized abilities      |          | x |             |   |           |
| 3. Breadth of knowledge       |          | x |             |   |           |
| 4. Linguistic skills          |          | x |             |   |           |
| 5. Administration skills      |          |   | x           |   |           |
| 6. Intelligence               |          |   |             | x |           |
| 7. Physique                   |          |   |             |   | x         |
| 8. Health and stamina         |          |   |             | x |           |
| 9. Sex                        |          |   |             |   | x         |
| 10. Age                       |          |   |             |   | x         |
| 11. Human skills              |          |   | x           |   |           |
| 12. Personality               |          | x |             |   |           |
| 13. Interests                 |          |   | x           |   |           |
| 14. Values                    |          | x |             |   |           |
| 15. Attitudes                 |          | x |             |   |           |
| 16. Concepts                  |          | x |             |   |           |

<sup>a</sup>H. W. Wallin, "Nominations as a Technique for Identifying Potential Principals" (unpublished Master's thesis, University of Alberta, Edmonton, 1962), p. 16.



TABLE II  
CRITERIA FOR SELECTING PRINCIPALS: SOME INDICATIONS  
OF AVERAGE PRACTICE

| Criterion  | Source                                                                              |                                                                                       |                                                                                                                                                                        |                                                                                           |
|------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|            | Davis                                                                               | Toombs                                                                                | N.E.A.                                                                                                                                                                 | Bryant                                                                                    |
| Experience | Elementary<br>school 13 yrs.                                                        | Depends on<br>discretion<br>of board.                                                 | 17.7 years in<br>elementary                                                                                                                                            |                                                                                           |
|            | Secondary<br>19 yrs.                                                                |                                                                                       | 3/5 of prin-<br>cipals in<br>elementary<br>schools were<br>elementary<br>teachers and<br>1/5 were high<br>school teachers<br>immediately<br>before prin-<br>cipalship. |                                                                                           |
| Training   | Majority of<br>superinten-<br>dents require<br>bachelor's<br>plus grad.<br>courses. | Average is a<br>bachelor's<br>with further<br>study in pro-<br>fessional<br>subjects. | 78% of men in<br>elementary<br>principal-<br>ships have<br>master's<br>degree.                                                                                         | 38 states re-<br>quire grad.<br>professional<br>education from<br>6-30 semester<br>hours. |
| Age        | Elementary<br>35 yrs.                                                               |                                                                                       | Elementary<br>principals<br>43.2 yrs.                                                                                                                                  |                                                                                           |
|            | Secondary<br>43 yrs.                                                                |                                                                                       |                                                                                                                                                                        |                                                                                           |
|            | Unified <sup>a</sup><br>40 yrs.                                                     |                                                                                       |                                                                                                                                                                        |                                                                                           |

<sup>a</sup>Unified schools are those in which elementary and secondary principals are under one superintendent.





replying to investigators of the National Education Association stated that there should be no age limits for the principalship, but over 50 per cent felt that the maximum age limit for the appointment should lie between forty and forty-nine years.<sup>13</sup> One should not, of course, forget the educational cliché as repeated by Peach:

The candidate must be old enough to have the necessary maturity, experience and education to do his work and command respect but he must be young enough so that his services will be available for a number of years.<sup>14</sup>

Such a generality as the foregoing, the acceptance of which seems to be all too prevalent, leaves much to be desired for someone who is interested in empirical evidence.

Experience. There seems to be general agreement that some teaching experience is necessary to become a principal but there is little agreement as to what kind or how much. Scott found that teaching experience and effectiveness were not related but that the length of service as a principal was related to effectiveness as a principal.<sup>15</sup> Grobman and Hines maintain that the level at which teaching experience occurred was a factor in determining the acceptance of the principal by the teachers.<sup>16</sup> Houseman recommends at least five years of teaching experience before

---

<sup>13</sup>National Education Association, The Elementary Principal, Twenty-Seventh Yearbook (Washington: National Education Association, 1948), p. 147

<sup>14</sup>Peach, op. cit., p. 10.      <sup>15</sup>Scott, op. cit., p. 195.

<sup>16</sup>Hulda Grobman and V. A. Hines, "What Makes a Good Principal," The Bulletin of the National Association of Secondary School Principals, XL (November, 1956), 7.



becoming a principal.<sup>17</sup> The National Education Association found that superintendents concurred on this amount of five years.<sup>18</sup> A study conducted in Alberta concludes that:

. . .The same behaviors that make for effective teaching also make for effective administration, which provides some support for the time honored practice of using teaching ability as a criterion in selecting school administrators.<sup>19</sup>

A most interesting comment relating to experience is made by Campbell.

We have taken the position that we ought to select people with relatively little rather than great experience. For instance, we are willing to take people after two years of teaching rather than waiting for fifteen or twenty years as has been so common in many school systems of the United States. We suspect that after twenty years in the classroom relating to children and youth, many people may have real difficulty in learning to relate to adults as their chief work group. It is possible that too much experience in the classroom would actually mitigate against one's becoming an effective principal.<sup>20</sup>

This point of view is substantiated by Porter, who found that line workers and managers in a business developed different self-expectations depending on whether they were leaders or followers.<sup>21</sup>

---

<sup>17</sup>Richard A. Houseman, "Selective Screening for the Administrator of the Future," A Forward Look, The Preparation of School Administrators, D. Tope (ed.) (Eugene: University of Oregon, 1960), p. 45.

<sup>18</sup>National Education Association (1948), op. cit., p. 138.

<sup>19</sup>B. T. Keeler, "Dimensions of Leader Behavior of Principals, Staff Morale and Productivity" (unpublished Doctoral dissertation, University of Alberta, Edmonton, 1961), p. 132.

<sup>20</sup>Campbell, op. cit., p. 45.

<sup>21</sup>Lynman W. Porter, "Differential Self Perceptions of Management Personnel and Line Workers," American Sociological Review, XLII (April, 1958), 105-08.





Academic training. There is no question that principals are required to have more advanced training than teachers. Romans maintains that a good general educational background plus a master's degree is a minimum qualification.<sup>22</sup> Paulsen found that recent research shows a positive correlation between academic grades in certain areas (the areas are not identified) and administrative talent.<sup>23</sup> Otto states that college degrees alone are not an adequate measure of professional preparation, recommending that colleges provide special programs for prospective principals.<sup>24</sup> The authors of Introduction to Educational Administration recommend an undergraduate program to develop skills and knowledge about children, teaching methods, educational philosophy and history, sociology, political science and political economy. The graduate program should provide a deeper understanding of the culture and of the role of the school coupled with additional knowledge of curriculum development and human behavior.<sup>25</sup>

It is apparent from the above discussion that age, experience and training are thought to be important criteria in selecting principals. This study attempts to show at a later point whether these variables are independent of, or related to, principals' attitudes towards parents, teachers, and change and thus either add to, or detract from, their

---

<sup>22</sup>Robert Romans, "Eight Planks of Elementary Principalship," The School Executive, LXXVII (September, 1957), 72.

<sup>23</sup>Robert F. Paulsen, "The Identification and Selection of School Administrators," in Tope, op. cit., p. 54.

<sup>24</sup>Henry J. Otto, "Principal Preparation at the Crossroads," Educational Leadership, XIII (October, 1955), 31.

<sup>25</sup>R. F. Campbell, J. Corbally and J. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, 1958), p. 273.





importance. The greater the relationship between principal's attitudes and possible consequent behavior and the variables just mentioned the greater the importance of the variables would seem to be as criteria for making judgments in selection.

## II. SOCIOLOGICAL CONSIDERATIONS OF THE PRINCIPALSHIP

### Career and Place Bound Principals

The other variables to be considered in this study have originated in the field of sociology. It will be something of an innovation to apply them to this study and to dichotomize principals as career bound and place bound although Carlson has applied these terms to superintendents on the school system.

In considering Carlson's work it would first be very useful to quote his distinction between career and place bound individuals.

A distinction between insiders and outsiders exists in the importance they attach to career and place. Both have made investments and sacrifices to obtain the superintendent's credentials. The insider, however, seems to want a career as a superintendent only if it can be had in a specific place; his home school system. He puts place of employment above a position. The outsider, on the other hand, is willing to take a superintendency elsewhere than in his home school system. The outsider is not bound to a place; he is career bound.<sup>26</sup>

Having established what is meant by speaking of career and place bound individuals, it is first helpful to see what importance can be attached to such a distinction in the context of the superintendency as Carlson sees it. To do this it is necessary to explore the effects of the two types of superintendent on school systems.

---

<sup>26</sup>Richard O. Carlson, Executive Succession and Organizational Change (Chicago: Midwest Administration Center, University of Chicago, 1962), p. 8.



The main difference appears to center around the concept of change. For example, career bound individuals tend to develop more new regulations, especially in regard to institutional problems, while place bound superintendents tighten the rule structure that exists. Place bound superintendents do not establish an efficient authority relationship with teachers largely because they are a part of the social structure of the existing system and thus carry a heritage of relationships with them. The career bound person is an outsider who has flexibility in establishing the type of relationship that he desires. Place bound individuals are also fearful of losing their jobs and having to move to a new location and thus they tend to be conservative in their actions. Career bound superintendents tend to increase the central office staff of the school system or at least to hire new personnel both in the central office and among the teaching staff. In summary, one may say that when a school board hires a career bound individual it desires changes in the school system and when they promote an insider they feel that things are going smoothly.

It would be very convenient if one could draw the obvious comparison between principals and superintendents and state that principals who move from position to position are career bound and those who seek promotions within their home school system are place bound. Then all that would be necessary would be to investigate the effects of the two groups on the school system and it might even be possible to draw inferences such as that suggested by Wallin:

Attaining an administrative assignment through simply waiting for it is taking a passive rather than an active role. Such passive





behavior is likely to be carried over into the administrative position and the administrator is likely to behave as a defender of the present system rather than its improver. A person entering administration by such a route is likely to do what the job has traditionally called for rather than to do what he should with the job. In such a sequence those for whom being an administrator is not a lifelong professional career, but rather a culminating goal, contribute little, if anything, to the development of the profession. Those called into administration through selective recruiting will face it differently from those who find administration left on their hands by the passing of the prior senior staff member.<sup>27</sup>

There is very little doubt that moves on the part of principals because of career bound orientation do occur. However, to dichotomize principals as career and place bound on the basis of mere mobility is almost impossible. The mobility relating to the principalship is not comparable to the mobility relating to the superintendency because of greater number of principalships and the comparative ease with which one can be obtained. Thus the fact that a principal moves from one area to another may not mean he is career bound; he may merely be seeking better living conditions. Even the total number of moves a principal makes is not necessarily significant unless one studies the motive for each and every move. Thus mobility as a criterion for discovering career and place bound principals would involve case studies of the principals as well as subjective judgment of many of their motives. Accordingly, irrefutable judgment of cases of career and place bound orientation would be difficult.

The problem is, then, to find a criterion, which is not impossibly unwieldy, to pinpoint career and place bound principals. Setting up

---

<sup>27</sup>Wallin, op. cit., p. 13.





this dichotomy among principals seems to be relatively simple if one considers Carlson's definition which has been quoted previously. In brief, the point of view taken in this study is that principals should simply be asked whether they consider their career or the location where they work more important. From the answers they give they are automatically divided into two groups whose attitudes towards parents, teachers and change can be studied. At a later point in this study statistics are used to discover whether there are insignificant differences in attitude between career and place bound principals--in other words whether career and place bound orientation are of any value in distinguishing between principals.

#### Cosmopolitan and Local Principals

To further consider the effects of place and career bound principals, it is helpful to go beyond Carlson's research. As a prelude to such a step one may consider some of his remarks which appear in the literature.

Several researchers have gathered data on the personalities of individuals having commitments similar to those of place bound and career bound individuals. Marvick has written about institutionalists and specialists in a federal agency. Some differences between locals and cosmopolitans on a college faculty have been pointed to by Gouldner. And Avery has gathered data on potential passive and active managers. There seems to be a likeness between institutionalists, locals, passive managers and insiders as well as among specialists, cosmopolitans, active managers and outsiders.<sup>28</sup>

Further indications of the situation described in the above quotation are revealed in the writings of Abrahamson.

---

<sup>28</sup>Richard O. Carlson, "Succession and Performance Among School Superintendents," Administrative Science Quarterly, VI (June, 1961), 212.



The cosmopolitans were characterized by 'keeping an eye on outside possibilities'; the locals by contrast tended to feel permanently tied to their present location. This leads to our first hypothesis: (1) Mobility is directly related to cosmopolitanism.<sup>29</sup>

Thus, what is proposed here is to roughly equate cosmopolitanism with career bound orientation and localism with place bound orientation. The purpose of such a scheme is to overcome some of the problems posed by defining career or place bound orientation as purely a function of movement from one job situation to another. If cosmopolitanism is accepted as a latent manifestation of movement, then a new measure of the same thing to which Carlson refers has been created. Gouldner gives support to this when he says:

Cosmopolitans and locals are regarded as latent identities because they involve criteria which are not fully institutionalized as bases for classifying people in the modern organization, though they are in fact often used as such.<sup>30</sup>

Although cosmopolitan and local are basically sociological terms, they have been previously used in the field of education to develop concepts referring to university faculty members. In general, the distinction between the two terms depends upon consideration of a person's orientation toward his job situation and toward the group with which he works. A cosmopolitan is low on loyalty to the employer, receives stimulation from sources outside the immediate sphere of his employment--for example from general professional literature--and is a

---

<sup>29</sup>Mark Abrahamson, "Cosmopolitanism, Dependence Identification and Geographical Mobility," Administrative Science Quarterly, X (1965-66), 100.

<sup>30</sup>Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, II (1957-58), 290.



stranger as far as intimate relationships with his colleagues is concerned. The local identifies with the goals of the organization, receives stimulation from those around him, and from problems involved in the job, and is generally content to maintain his present position or some position connected to it.

Unfortunately, no empirical evidence of the effect of cosmopolitans as opposed to locals on the organizational system of a school is included in the literature. The focus of studies has been on the formation of concepts.







## CHAPTER III

### RESEARCH PROCEDURES

#### I. THE SAMPLE

The sample for this study consisted of the principals of the Edmonton Public School District. A questionnaire was sent to 119 principals in the Edmonton school system. The ninety-six questionnaires which were completed, representing an 81 per cent return, provided the data regarding the sample.

#### Age

The mean age of principals in the sample was found to be 49.6 years with a standard deviation of 5.84. The range of the age distributions of the ninety-six principals was from thirty-four to sixty-four years. Table III illustrates these findings.

TABLE III

FREQUENCY DISTRIBUTION OF PRINCIPALS BY AGES IN THE EDMONTON  
PUBLIC SCHOOL SYSTEM

| Age Intervals | Frequency |
|---------------|-----------|
| 34-38         | 11        |
| 39-43         | 12        |
| 44-48         | 13        |
| 49-53         | 23        |
| 54-58         | 22        |
| 59-64         | 15        |
| Mean          | 49.6      |
| S.D.          | 5.84      |



Experience

The mean number of years of total experience for the principals in the sample was 27.6 years with a standard deviation of 7.16. Table IV illustrates this finding.

TABLE IV  
FREQUENCY DISTRIBUTION OF PRINCIPALS BY TOTAL YEARS OF EXPERIENCE  
IN THE EDMONTON SCHOOL SYSTEM

| Years of Experience | Frequency |
|---------------------|-----------|
| 10-14               | 8         |
| 15-19               | 13        |
| 20-24               | 12        |
| 25-29               | 13        |
| 30-34               | 21        |
| 35-39               | 14        |
| 40-44               | 8         |
| 45-46               | 2         |
| TOTAL               | 96        |
| Mean                | 27.6      |
| S.D.                | 7.16      |

The mean number of years of experience before becoming administrators for principals in the sample was 10.2 with a standard deviation of 4.65. Table V illustrates this finding.



TABLE V

FREQUENCY DISTRIBUTION OF PRINCIPALS BY YEARS OF TEACHING  
EXPERIENCE BEFORE BECOMING ADMINISTRATORS

| Years of Experience | Frequency |
|---------------------|-----------|
| 0- 4                | 13        |
| 5- 8                | 18        |
| 9-12                | 26        |
| 13-16               | 17        |
| 17-20               | 9         |
| 21-24               | 3         |
| 25-28               | 1         |
| 29-31               | 1         |
| TOTAL               | 96        |
| Mean                | 10.2      |
| S. D.               | 4.65      |

Career and Place Bound Orientation

It should also be noted that twenty-three of the principals in the sample designated themselves as career bound and seventy-three as place bound on the basis of being asked whether they considered their position or its location more important. Unfortunately, the item on cosmopolitanism-localism was not answered by many principals and the overwhelming majority of those who did answer place themselves in the "local" category. This is not surprising in view of the large number of place bound individuals and the connection between localism and place bound orientation. However, these two just-noted difficulties in regard to the item rendered it relatively useless for statistical manipulation.

Eighty-three of the principals in the sample had taught outside of Edmonton while only thirteen had not and seventy-six of the principals





in the sample were in some type of administrative position immediately before their appointment as principal in Edmonton. Twenty principals in the sample were not in an administrative position before their appointment to a principalship, but of these twenty only one had not taught outside of Edmonton.

### Education

Of the principals in this sample, forty-six had Master's degrees and fifty had Bachelor's degrees.

### Type of School

Of the principals in this sample, fifty-eight were in type I schools, twenty-eight were in type II schools and ten were in type III schools.

## II. INSTRUMENTATION AND DATA COLLECTION

Initially, the officials of the Edmonton Public School Board were asked if they had a policy in regard to selecting and appointing principals and, if so, to describe it. It was found that a written policy did exist.<sup>1</sup>

Permission was then obtained from the officials of the Public School Board to have each principal in the system complete a questionnaire. When this permission was obtained a questionnaire consisting of two parts was sent out.

---

<sup>1</sup>Infra, p.



Part I of this questionnaire was based on a questionnaire used by J. E. Davis in his thesis.<sup>2</sup> It served to provide information on the basis of which principals were divided in relation to experience, training, age and mobility. This permitted the assessment of the relationship of attitudes to group membership. Since Davis was also interested in such objective criteria as age, experience and training it was felt that adopting items from his questionnaire would improve the validity of the present study.

Specifically, then, part I of the questionnaire required the principals to answer ten questions aimed at discovering the following information: age of the principals; the academic training the principals had received; the principals' total experience; the principals' experience before becoming administrators; the principals' experience outside of Edmonton, if any, and whether the principals had been in some administrative position immediately before the principalship appointment; the grades in the schools where the principals were located and the size of the schools in which they were located.

Two more questions were added to part I in order to categorize principals as career or place bound, and as cosmopolitan or local, respectively. The place and career bound categorization was on an "either-or" basis and was drawn from a definition in the writings of Carlson.<sup>3</sup>

---

<sup>2</sup>J. E. Davis, "Criteria and Procedures Used in Selecting Administrative Personnel in Large Urban School Systems in Eastern Canada" (unpublished Master's thesis, University of Alberta, Edmonton, 1962).

<sup>3</sup>Richard O. Carlson, Executive Succession and Organizational Change (Chicago: Midwest Administration Center, University of Chicago, 1962), p. 8.





Since this definition states, in general terms, that a career bound person attaches more importance to securing a position than to where the position is located and that the opposite is true of a place bound individual, it was thought fitting to divide principals into career and place bound groups by asking them whether they considered their position or the place they worked more important.

The cosmopolitan-local categorization took the form of a continuum and the question was taken nearly verbatim from one Gouldner employed to distinguish between cosmopolitan and local college professors.<sup>4</sup> The basic idea was to ascertain under what conditions college professors (in this case principals) would go to a different job having greater prestige. Those who were locals would not leave under any circumstances and those who were cosmopolitans would leave even at a lower salary.

The second part of the questionnaire consisted of items selected from a questionnaire used by Bosetti in his thesis.<sup>5</sup> Bosetti's questionnaire consisted of a number of items of possible principal behavior where principals were invited to indicate the desirability of each item of behavior. The same procedure was used in the present study but all items from Bosetti's questionnaire were not included. In the present questionnaire three types of principal attitudes were deemed to be of paramount importance. These concerned principals' relationships with

---

<sup>4</sup>Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, II (1957-58), 281-306.

<sup>5</sup>Rino A. Bosetti, "Congruence of Expectations, Sensitivity to Perceptions and Rated Administrative Effectiveness" (unpublished Master's thesis, University of Alberta, Edmonton, 1966).





parents, the principals' activities as a change agent and the principals' relationships with teachers.

Thus there were three groups of items in this part of the questionnaire. Items 1-8 were concerned with principals' relationships with parents and attempted to assess the degree to which principals felt that parents should have a voice in school policy and free access to the school or not. Items 9-22 were concerned with the principals' efforts at making changes and attempted to ascertain whether principals did, or did not, favor changes in the school programs. Items 23-27 were concerned with principals' relationships with teachers and attempted to ascertain to what degree principals felt that they should direct and help teachers or whether they felt teachers should be left alone.

Each of the twenty-seven items relating to principals' attitudes allowed the principals to respond on a five-point scale according to value judgments ranging from "absolutely must" indulge in the behavior in question to "absolutely must not." The responses were converted to numerical values for the purpose of testing for significant differences between attitude scores of principals by attaching a value of one to the "absolutely must" category and a value of five to the "absolutely must not" with the other categories of "preferably should," "may or may not," and "preferably should not" numbered consecutively in between. A sixth category, "this activity not relevant to my situation" was included but any responses of this nature were not included in the analysis of the data.

In summary, then, the selection of items for the questionnaire in



this study from other theses and articles of authorities was an attempt to improve validity and reliability.

As another attempt to improve validity a pilot study was run in a rural school division. Fifteen principals were involved and fourteen returns were received. Some changes were made in the wording of a few of the items in part I of the questionnaire as a result, but it seemed generally apparent that good variance could be achieved in the responses to the items of part II.



## CHAPTER IV

### STATISTICS USED

The items in part II of the questionnaire, representing the principals' attitudes toward parents, teachers and change were each scored on a one to five basis. Thus three sets of attitude scores were available for each principal. These attitude scores were examined to discover whether there were significant differences between the attitudes of each principal on each item when the principals were categorized according to age, experience, training and career or place bound orientation. Specifically, for example, statistics were used to show whether a career bound principal differed significantly from a place bound principal in his attitudes towards parents, teachers or change. To test for such a significant difference, where it existed, it was assumed that a chi square test could be used.

Use of a chi square test in this situation is based on Ferguson.<sup>1</sup> He recommends employing such a test to discover whether observed frequencies are significantly different from theoretical frequencies. In this study the observed frequencies are generated by the principals' attitudes towards the items on the second part of the questionnaire.

In using the chi square test the scores on the twenty-seven items in part II of the questionnaire were dichotomized. The first two

---

<sup>1</sup>George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw Hill Book Company, 1959), pp. 157-78.





possible responses were combined under the heading of "desirable behavior." The middle possible response was eliminated. The last two possible responses were combined under the heading of "undesirable behavior." Thus, each item was either desirable or undesirable to each category of principals. Each group's responses represented their attitude and accordingly some indication of how the principals might react in the school system.

Specifically, then, a series of 135 contingency tables were set up to discover whether the difference in attitudes between principals in various categories was significant. This resulted in the following situations:

1. Chi square tests between the frequency of principals in each of the age categories 34-40, 41-50, 51-64 and the frequency of desirable and undesirable responses on each of the twenty-seven items. Thus twenty-seven three by two contingency tables were generated.

2. Chi square tests between the frequency of principals in each of the classifications having six or fewer years of experience before becoming an administrator and having more than six years of experience before becoming an administrators and the frequency of "desirable" and "undesirable" responses on each of the twenty-seven items. Thus, twenty-seven two by two contingency tables were generated.

3. Chi-square tests between the frequency of principals in the categories of having bachelor's and master's degrees and the frequency of "desirable" and "undesirable" responses on each of the twenty-seven items. Thus, twenty-seven two by two contingency tables were generated.



4. Chi square tests between the frequency of principals in each of type I, II, and III schools and the frequency of "desirable" and "undesirable" responses on each of the twenty-seven items. Thus, twenty-seven three by two contingency tables were generated.

5. Chi square tests between the frequency of principals in the categories career bound and place bound and the frequency of "desirable" and "undesirable" responses on each of the twenty-seven items. Thus, twenty-seven two by two contingency tables were generated.

A level of significance of .05 was chosen for all of the above-mentioned chi square tests. A correction known as Yate's correction for continuity was also applied. This was necessary since some of the frequencies were less than five.

The chi square tests were calculated by the computer at the University of Alberta.

The next two chapters of this study are concerned with an analysis of the data collected. Chapter V is a discussion of Edmonton's policy. This policy is quoted and compared to policy advocated by writers in the field of educational administration. Chapter VI is a statistical analysis wherein all the items of part II of the questionnaire are discussed and an attempt is made to discover how many of the items are independent of age, experience before administration, training, type of school, and career or place bound orientation.



## CHAPTER V

### BOARD POLICY

It is necessary to report on the written policy of the Edmonton School Board in respect to selecting principals for two reasons. First, Edmonton policy should be compared to that policy advocated by authorities in educational administration. That is done in this chapter. Second, it should be discovered whether Edmonton policy seems to be supported by statistical findings in this study. Although the policy is stated in this chapter, implications which are derived from the statistical section of the study are not discussed until Chapter VII.<sup>1</sup>

The Edmonton Public School Board does have a written policy regarding the selection of principals. This takes the form of a number of mimeographed sheets which form part of a policy handbook. Pertinent quotations from these sheets are given below. Dates in brackets indicate when the policy was approved.

The prime consideration is to select the person who will most effectively organize and administer the duties of the position. Several criteria are fundamental to the selection, but the final decision will be the result of subjective and objective judgment. (June, 1962)

Graduate study is desirable for appointment to an administrative position other than an acting one.

That when selecting principals, assistant principals, supervisors and assistant supervisors, other things being equal, the academic standing of the applicants shall be given primary consideration.

---

<sup>1</sup>Infra, pp.







It is the intent of the board, that, insofar as possible, all applicants for the positions referred to shall by 1970 have master's degree standing with emphasis on qualifications in educational administration. (June, 1964)

Successful teaching experience is essential.

All other things being equal, experience in the Edmonton school system will be given preference.

Consideration is also given to former experience as an administrator.

All administrative positions are to be advertised within the school system. Advertising outside the system is to be at the discretion of the superintendent or as advised by the board. (February, 1965)

A brief summary of the policy of the Edmonton Public School Board, then, would indicate that objective factors relating to principals such as those already mentioned in this study are of some importance but that subjective factors are also of importance. The objective factors under consideration in Edmonton's policy appear to be training, experience and familiarity with the Edmonton system.

The situation might also be summed up by the use of a paradigm in which a potential administrator seeking to become a principal is confronted by a number of screening devices. Edmonton's policy could then be shown by the following schematic representation:



Potential Administrator

Training

Experience

Familiarity with System

Principal

FIGURE 1

# REPRESENTATION OF SCREENING DEVICES TO SELECT PRINCIPALS IN THE EDMONTON PUBLIC SYSTEM

In Chapter II a number of criteria for selecting principals were considered. Therefore, using the terms of authorities in the field of administrative personnel selection, the above model could be expanded in the following manner:

Potential Administrator

Training

Experience

Age

Sex

Intelligence

Principal

FIGURE 2

# A GENERAL REPRESENTATION OF SCREENING DEVICES TO SELECT PRINCIPALS

It appears, then, that the screening devices or criteria used by Edmonton in selecting principals vary from those advocated by the authorities and mentioned in Chapter II of this study, in number and perhaps in



in the degree to which they are "spelled out."<sup>2</sup> As can be seen from the two models there is agreement as to importance of training and experience but Edmonton's policy in regard to age, sex and intelligence as a factor separate from training is undefined. This topic of criteria for selection of principals will be discussed again in Chapter VII where more implications of Edmonton's policy will be considered and it will be seen whether statistical findings give any support for using any of the criteria just mentioned, that is, whether there are differences in attitudes of principals when they are grouped according to selected criteria.

---

<sup>2</sup>Supra, pp. 9-22.





## CHAPTER VI

### STATISTICAL ANALYSIS

Chi square tests were used to determine whether principals' attitudes towards parents, teachers and change were independent of age, experience, education, type of school in which the principals were located, and their career or place bound orientation. Only nine contingency tables generated revealed significant results, that is, that attitude scores were related to the above variables. Each of the twenty-seven items on part II of the questionnaire and its relationship to the variables is discussed below. The variables are grouped according to the principal's relationships to parents, change or teachers.

#### Relationships with Parents

Item 1. This item consisted of the statement: "Permit parents to visit classrooms unannounced during regular school hours." No differences were found in principals' attitudes when they were categorized according to the variables in the study. This is illustrated in Table VI.

There were no significant differences in principals' attitudes on this item. The majority of the principals were of the opinion that permitting parents to visit classrooms unannounced during class hours was undesirable.

Item 2. This item consisted of the statement: "Attempt to



TABLE VI  
PROBABILITY THAT THE RESPONSES TO ITEM 1 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .30         |
| Experience before administration | .70         |
| Training                         | .50         |
| Type of school                   | .70         |
| Career, place bound              | .30         |

restrict as much as possible the part that parents play in school affairs." No differences were found in principals' attitudes when they were categorized according to the variables of this study. Table VII illustrates this finding.

TABLE VII  
PROBABILITY THAT THE RESPONSES TO ITEM 2 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .30         |
| Experience before administration | .70         |
| Training                         | .50         |
| Type of school                   | .70         |
| Career, place bound              | .30         |



There were no significant differences in principals' attitudes on this item. The majority of principals were of the opinion that the parents should not be restricted in the part they play in school affairs.

Item 3. This item consisted of the statement: "Gives considerable weight to parental wishes and desires when placing a student in a particular class or program." When the principals considered were in different types of schools there was a significant difference in their attitudes toward this item. This difference will be discussed in detail later. Categorizing the principals on the basis of the other variables in the study did not reveal any significant differences in attitude. Table VIII illustrates these findings.

TABLE VIII

PROBABILITY THAT THE RESPONSES TO ITEM 3 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .50         |
| Experience before administration | .70         |
| Training                         | .95         |
| Type of school                   | .05         |
| Career, place bound              | .80         |

On the basis of this sample, there is a significant difference in principals' attitudes on this item only when the principals are in different types of schools. The majority of principals, grouped according





to the other categorizations of the study, were of the opinion that parental wishes and desires are of importance when placing a child in a class or program.

Item 4. This item consisted of the statement: "Discourage parental questioning of the educational beliefs of faculty members." This item was found to distinguish between career and place bound principals. The significant difference will be discussed in detail later. No other significant differences were found between the attitudes of the various categorizations of principals. Table IX illustrates these findings.

TABLE IX

PROBABILITY THAT THE RESPONSES TO ITEM 4 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .30         |
| Experience before administration | .50         |
| Training                         | .50         |
| Type of school                   | .98         |
| Career, place bound              | .05         |

On the basis of this sample, there is a significant difference in principals' attitudes on this item only when the principals can be categorized as career or place bound. The majority of principals grouped according to the other categorizations of the study were of the opinion that parents should be able to question the educational beliefs of faculty



members.

Item 5. This item consisted of the statement: "Establish the policy that when parents are needed they will be sent for; that 'don't call us, we'll call you'." No differences were found in principals' attitudes on this item. Table X illustrates this finding.

TABLE X  
PROBABILITY THAT THE RESPONSES TO ITEM 5 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .70         |
| Experience before administration | .70         |
| Training                         | .50         |
| Type of school                   | .80         |
| Career, place bound              | .50         |

There were no significant differences in principals' attitudes on this item. The majority of principals were of the opinion that parents should come to the school when they want to and not just when they are sent for.

Item 6. This item consisted of the statement: "Establish the policy that parents may have access to the principal at all times during the school day." No significant differences were found in principals' attitudes on this item. Table XI illustrates this finding.



TABLE XI  
PROBABILITY THAT THE RESPONSES TO ITEM 6 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .70         |
| Experience before administration | .90         |
| Training                         | .90         |
| Type of school                   | .30         |
| Career, place bound              | .95         |

There were no significant differences in principals' attitudes on this item. The majority of principals were of the opinion that parents should have access to the principal at all times during the school day.

Item 7. This item consisted of the statement: "Attempt to redirect the activities of the H.S.A. or similar organization that are beginning to question school practices." The item showed significant differences between attitudes of principals in different age groups and between the attitudes of principals with differing amounts of training. These significant differences will be discussed in detail later. The other three categorizations of principals did not reveal any differences in attitude. Table XII illustrates these findings.

On the basis of this sample, there was a significant difference in principals' attitudes on the item only when the principals are of different ages or have differing amounts of training. The majority of





TABLE XII

PROBABILITY THAT THE RESPONSES TO ITEM 7 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .05         |
| Experience before administration | .50         |
| Training                         | .05         |
| Type of school                   | .50         |
| Career, place bound              | .90         |

principals in the other three categorizations in the study were of the opinion that Home and School and like organizations should be allowed to question school practices.

Item 8. This item consisted of the statement: "Discourage parents from coming to the school without first notifying the office of the purpose of their visit." The item revealed significant differences between the attitudes of principals with differing amounts of experience before becoming administrators. This difference will be discussed in detail later. The other categorizations of principals did not show any significant differences in their attitudes on this item. Table XIII illustrates these findings.

On the basis of this sample, there is a significant difference in principals' attitudes of this item only when the principals have differing lengths of experience before entering administration. The



TABLE XIII

PROBABILITY THAT THE RESPONSES TO ITEM 8 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .20         |
| Experience before administration | .05         |
| Training                         | .70         |
| Type of school                   | .70         |
| Career, place bound              | .30         |

majority of principals in the other categorizations in the study are of the opinion that parents should notify the office of the purpose of their visit when coming to the school.

#### Attitudes Toward Change

Item 9. This item consisted of the statement: "Give additional free time to teachers who are trying out new ideas in their classrooms." This item did not reveal any significant differences in attitudes of principals. Table XIV illustrates this finding.

There were no significant differences in principals' attitudes on this item. The majority of principals were of the opinion that teachers who were trying out new ideas in their classrooms should be given free time.

Item 10. This item consisted of the statement: "Insist that



TABLE XIV

PROBABILITY THAT THE RESPONSES TO ITEM 9 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .99         |
| Experience before administration | .20         |
| Training                         | .20         |
| Type of school                   | .30         |
| Career, place bound              | .98         |

educational experimentation has no place in the school." No significant differences were found in the attitudes of any of the principals on this item. Table XV illustrates this finding.

TABLE XV

PROBABILITY THAT THE RESPONSES TO ITEM 10 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .95         |
| Experience before administration | .70         |
| Training                         | .50         |
| Type of school                   | .10         |
| Career, place bound              | .70         |

There was no significant difference in principals' attitudes on





this item. The majority of principals were of the opinion that educational experimentation does have a place in the school.

Item 11. This item consisted of the statement: "Attempt to secure teachers in the school who are interested in experimenting with new educational ideas." The item did not reveal any significant differences between the various categorizations of principals. Table XVI illustrates this finding.

TABLE XVI

PROBABILITY THAT THE RESPONSES TO ITEM 11 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .70         |
| Experience before administration | .95         |
| Training                         | .70         |
| Type of school                   | .70         |
| Career, place bound              | .90         |

There were no significant differences in principals' attitudes on this item. The majority of the principals were of the opinion that the teachers in the school should be interested in educational experimentation.

Item 12. This item consisted of the statement: "Encourage the introduction of curricular changes which he believes in even though there



is little proof that the new curriculum will do a better job than the old one." No significant differences were found in principals' attitudes on this item. Table XVII illustrates this finding.

TABLE XVII

PROBABILITY THAT THE RESPONSES TO ITEM 12 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .98         |
| Experience before administration | .70         |
| Training                         | .20         |
| Type of school                   | .50         |
| Career, place bound              | .95         |

There were no significant differences in principals' attitudes on this item. The majority of principals were of the opinion that curricular changes should be tried even though it was not certain they would produce improvements.

Item 13. This item consisted of the statement: "Encourage the staff to learn about and try out some of the 'new ideas' coming from the schools of education." This item did not reveal any differences between the attitudes of the various categorizations of principals. Table XVIII illustrates this finding.

There were no significant differences in principals' attitudes on



TABLE XVIII

PROBABILITY THAT THE RESPONSES TO ITEM 13 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .99         |
| Experience before administration | .50         |
| Training                         | .90         |
| Type of school                   | .30         |
| Career, place bound              | .95         |

this item. The majority of the principals were of the opinion that the staff should be encouraged to learn about and try out new ideas coming from schools of education.

Item 14. This item consisted of the statement: "Encourage teachers to consider adopting new educational ideas which have been tried out in other communities and found to be successful." This item appeared to be completely useless in distinguishing between the attitudes of principals since the chi square test for all categorizations gave a result of zero. In other words, the principals were divided evenly in their attitudes toward encouraging teachers to adopt new ideas which had been found to be successful in other communities.

Item 15. This item consisted of the statement: "Resist the introduction of new educational method when he believes the current method is reasonably satisfactory." This item did not reveal any significant





differences between the various categorizations of principals. Table XIX illustrates this finding.

TABLE XIX  
PROBABILITY THAT THE RESPONSES TO ITEM 15 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .20         |
| Experience before administration | .70         |
| Training                         | .50         |
| Type of school                   | .80         |
| Career, place bound              | .90         |

There were no significant differences in the attitudes of principals on this item. The majority of principals held the view that introduction of a new method should not be resisted even if the current method appears satisfactory.

Item 16. This item consisted of the statement: "Go slowly in introducing new techniques recommended by curriculum specialists." The item distinguished between principals with varying amounts of training before entering administration. This difference will be discussed in detail later. There were no other significant differences found between attitudes of principals in other categories. Table XX illustrates these findings.



TABLE XX  
PROBABILITY THAT THE RESPONSES TO ITEM 16 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .10         |
| Experience before administration | .05         |
| Training                         | .50         |
| Type of school                   | .30         |
| Career, place bound              | .95         |

On the basis of this sample, there is a significant difference in principals' attitudes only when they have varying lengths of experience before becoming administrators. The majority of principals grouped according to the categorizations of this study hold the opinion that they should go slowly in introducing new techniques recommended by curriculum specialists.

Item 17. This item consisted of the statement: "Encourage schools of education to conduct experimental research in the schools." This item did not reveal any significant differences between the various categorizations of principals. Table XXI illustrates this finding.

There were no significant differences in the attitudes of principals on this item. The majority of principals held the opinion that schools of education should be encouraged to conduct research in the schools.



TABLE XXI

PROBABILITY THAT THE RESPONSES TO ITEM 17 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .20         |
| Experience before administration | .90         |
| Training                         | .80         |
| Type of school                   | .70         |
| Career, place bound              | .95         |

Item 18. This item consisted of the statement: "Make only those changes in teaching methods which are being introduced on a system-wide basis." This item did not reveal any significant differences in attitude between any of the principals in the various categorizations. Table XXII illustrates this finding.

TABLE XXII

PROBABILITY THAT THE RESPONSES TO ITEM 18 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .50         |
| Experience before administration | .80         |
| Training                         | .50         |
| Type of school                   | .20         |
| Career, place bound              | .50         |





There were no significant differences between principals' attitudes on this item. The majority of principals held the opinion that changes should be introduced even if they are not on a system-wide basis.

Item 19. This item consisted of the statement: "Refuse to subject pupils to major changes in curriculum unless the new curriculum has been tried out in other schools and found to be successful." This item did not reveal any significant differences in attitude between the various categorizations of principals. Table XXIII illustrates this finding.

TABLE XXIII

PROBABILITY THAT THE RESPONSES TO ITEM 19 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .70         |
| Experience before administration | .80         |
| Training                         | .50         |
| Type of school                   | .70         |
| Career, place bound              | .50         |

There were no significant differences in principals' attitudes on this item. The majority of principals held the view that major changes in curriculum could be tried even if the new curriculum has not been tested successfully in other schools.

Item 20. This item consisted of the statement: "Permit the use of



only those teaching methods which he personally believes to be most effective." This item revealed significant differences in attitude between principals with differing amounts of experience before entering administration and between principals with differing amounts of training. These differences will be discussed in detail later. The other three categorizations of principals did not show any significant differences in attitude. Table XXIV illustrates these findings.

TABLE XXIV

PROBABILITY THAT THE RESPONSES TO ITEM 20 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .20         |
| Experience before administration | .01         |
| Training                         | .05         |
| Type of school                   | .90         |
| Career, place bound              | .80         |

On the basis of this sample, there were significant differences between the attitudes of principals toward this item only when the principals had differing amounts of experience before becoming administrators or had differing amounts of training. The majority of principals in the other three categorizations of this study felt that teaching methods should be used whether the principal personally believes them to be effective or not.



Item 21. This item consisted of the statement: "Seek out new ideas to introduce into the school's program." This item did not reveal any significant differences between the attitudes of the principals in the various categorizations. Table XXV illustrates this finding.

TABLE XXV

PROBABILITY THAT THE RESPONSES TO ITEM 21 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .50         |
| Experience before administration | .80         |
| Training                         | .20         |
| Type of school                   | .80         |
| Career, place bound              | .95         |

There were no significant differences in principals' attitudes on this item. The majority of principals felt that they should seek out new ideas to introduce into the schools' program.

Item 22. This item consisted of the statement: "Support the adoption of only those major curriculum changes which are desired by a majority of the teachers concerned." This item revealed a significant difference between the attitudes of principals with varying lengths of experience before becoming administrators. This difference will be discussed in detail at a later point. There were no significant





differences in attitude between the other categorizations of principals. Table XXVI illustrates this finding.

TABLE XXVI  
PROBABILITY THAT THE RESPONSES TO ITEM 22 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .90         |
| Experience before administration | .02         |
| Training                         | .10         |
| Type of school                   | .95         |
| Career, place bound              | .95         |

On the basis of this sample there were significant differences in principals' attitudes towards this item only when the principals had varying amounts of experience before entering administration. The principals, grouped according to the other categorizations in this study, were almost evenly divided in their attitude toward supporting only major curriculum changes desired by a majority of the teachers concerned.

#### Relationships with Teachers

Item 23. This item consisted of the statement: Do some classroom teaching each year." No differences were found in principals' attitudes on this item. Table XXVII illustrates this finding.

There were no significant differences in principals' attitudes on this item. The majority of principals felt that they should do some



TABLE XXVII

PROBABILITY THAT THE RESPONSES TO ITEM 23 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .50         |
| Experience before administration | .80         |
| Training                         | .80         |
| Type of school                   | .20         |
| Career, place bound              | .90         |

classroom teaching each year.

Item 24. This item consisted of the statement: "Visit each classroom for purposes of observation." This item did not reveal any significant differences in the principals' attitudes. Table XXVIII illustrates this finding.

TABLE XXVIII

PROBABILITY THAT THE RESPONSES TO ITEM 24 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .20         |
| Experience before administration | .70         |
| Training                         | .50         |
| Type of school                   | .80         |
| Career, place bound              | .70         |



There were no significant differences in principals' attitudes on this item. The majority of principals felt that they should visit classrooms for purposes of observation.

Item 25. This item consisted of the statement: "Have the privilege of reviewing, and if necessary, revising report cards before they are sent home." This item did not reveal any significant differences between the various categorizations of principals. Table XXIX illustrates this finding.

TABLE XXIX

PROBABILITY THAT THE RESPONSES TO ITEM 25 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .50         |
| Experience before administration | .70         |
| Training                         | .90         |
| Type of school                   | .80         |
| Career, place bound              | .95         |

This item did not reveal any significant differences in principals' attitudes. The majority of principals held the opinion that principals should have the privilege of reviewing and perhaps revising report cards.

Item 26. This item consisted of the statement: "Formally evaluate teachers." The item did not distinguish between the attitudes of the





principals in the various categorizations. Table XXX illustrates this finding.

TABLE XXX

PROBABILITY THAT THE RESPONSES TO ITEM 26 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .30         |
| Experience before administration | .20         |
| Training                         | .20         |
| Type of school                   | .50         |
| Career, place bound              | .70         |

There were no significant differences in principals' attitudes on this item. The majority of principals were of the opinion that principals should not formally evaluate teachers.

Item 27. This item consisted of the statement: "Support teachers, in general, when there is a difference of opinion between teachers and board members on matters of curriculum." This item did not reveal any significant differences between the attitudes of the various categorizations of principals. Table XXXI illustrates this finding.

There were no significant differences in principals' attitudes towards this item. The majority of principals were of the opinion that principals should support teachers on matters of curriculum when there is



TABLE XXXI

PROBABILITY THAT THE RESPONSES TO ITEM 27 ARE INDEPENDENT OF  
SELECTED CATEGORIES OF PRINCIPALS

| Variable                         | Probability |
|----------------------------------|-------------|
| Age                              | .70         |
| Experience before administration | .80         |
| Training                         | .80         |
| Type of school                   | .30         |
| Career, place bound              | .90         |

a difference of opinion between teachers and board members.

#### A SUMMARY OF SIGNIFICANT RELATIONSHIPS

Nine contingency tables revealed significant differences between the attitudes of principals. The items on which these differences occurred are analyzed in detail below.

##### Relationships with Parents

Item 3. This item consisted of the statement: "Give considerable weight to parental wishes and desires when placing a student in a particular class or program." The item revealed significant differences between principals in different types of schools. The majority of principals in all types of schools tended to view this item as desirable behavior. A significantly larger proportion of elementary school, or type I, principals as opposed to those in type II and III schools seemed



to feel that parental wishes and desires were of fairly small significance when placing a child in a grade or program. These findings are illustrated by Table XXXII.

TABLE XXXII  
PRINCIPALS RESPONSES TO ITEM 3 AND TYPES OF SCHOOLS

| Type | Desirable |          | Undesirable |          |
|------|-----------|----------|-------------|----------|
|      | f         | Per Cent | f           | Per Cent |
| I    | 22        | 64.7     | 12          | 35.3     |
| II   | 14        | 87.5     | 2           | 12.5     |
| III  | 8         | 100.0    | 0           | 0.0      |

Chi square of 6.040 is significant at the .05 level.

Item 4. This item consisted of the statement: "Discourage parental questioning of educational beliefs of faculty members." This item revealed significant differences between the attitudes of career and place bound principals. The same number of career bound principals found the item desirable as found it undesirable, but many more of the place bound principals found the item undesirable than found it desirable. On the basis of this sample, then, more career bound principals than place bound principals believe that it is permissible for parents to question educational beliefs of teachers. Table XXXIII illustrates these findings.





TABLE XXXIII

PRINCIPAL RESPONSES TO ITEM 4 AND CAREER, PLACE BOUND ORIENTATION<sup>a</sup>

| Orientation | Desirable |          | Undesirable |          |
|-------------|-----------|----------|-------------|----------|
|             | f         | Per Cent | f           | Per Cent |
| Career      | 7         | 50.0     | 7           | 50.0     |
| Place       | 10        | 19.6     | 41          | 80.4     |

<sup>a</sup> Chi square of 3.798 is significant at the .05 level.

Item 7. This item consisted of the statement: "Attempt to re-direct the activities of the H.S.A. or similar organizations that are beginning to question school practices." This item distinguished between the attitudes of principals of different ages and with differing amounts of experience before becoming administrators. All the principals in the age group 34-40 years disagreed with the item, the principals in the age group 41-50 years were almost evenly divided in opinion, and the majority of principals in the age group 51-64 years disagreed with the item. On the basis of this sample it seems that any principals who wish school practices to remain unquestioned by parental groups will be older and more probably middle-aged. These findings are illustrated in Table XXXIV.

Furthermore, item 7 was almost totally classified as undesirable behavior by principals with bachelor's degrees. Those with master's degrees came close to being evenly divided in opinion, but a somewhat greater number consider the item as being undesirable behavior. Thus it appears, on the basis of this sample, that principals with bachelor's



TABLE XXXIV  
PRINCIPAL RESPONSES TO ITEM 7 AND AGE GROUPS<sup>a</sup>

| Age Group<br>(Years) | Desirable |          | Undesirable |          |
|----------------------|-----------|----------|-------------|----------|
|                      | f         | Per Cent | f           | Per Cent |
| 31-40                | 0         | 0.0      | 4           | 100.0    |
| 41-50                | 11        | 52.4     | 10          | 47.6     |
| 51-64                | 6         | 22.2     | 21          | 77.8     |

<sup>a</sup>Chi square of 6.987 is significant at the .05 level.

degrees do wish to allow parental groups to criticize school practices although it cannot be said with any certainty that those with master's degrees wish to prevent such criticism. These findings are illustrated in Table XXXV.

TABLE XXXV  
PRINCIPAL RESPONSES TO ITEM 7 AND AMOUNT OF TRAINING<sup>a</sup>

| Degree     | Desirable |          | Undesirable |          |
|------------|-----------|----------|-------------|----------|
|            | f         | Per Cent | f           | Per Cent |
| Bachelor's | 1         | 7.7      | 12          | 92.3     |
| Master's   | 16        | 41.0     | 23          | 59.0     |

<sup>a</sup>Chi square of 3.525 is significant at the .05 level.

Item 8. This item consisted of the statement: "Discourage parents from coming to the school without first notifying the office of the purpose of their visit." This item distinguished between principals with



differing amounts of experience before entering administration. A large majority of those with six or fewer years of experience before becoming administrators tended to view the item as desirable behavior while those with more than six years of experience were close to being evenly divided in opinion. On the basis of this sample it appears that principals with six or less years of experience before becoming administrators will more likely attempt to prevent parents from dropping in while there is an almost even chance that principals with more than six years of experience will encourage such a practice. These findings are illustrated in Table XXXVI.

TABLE XXXVI

PRINCIPAL RESPONSES TO ITEM 8 AND EXPERIENCE BEFORE ADMINISTRATION<sup>a</sup>

| Experience          | Desirable |          | Undesirable |          |
|---------------------|-----------|----------|-------------|----------|
|                     | f         | Per Cent | F           | Per Cent |
| Six years or less   | 33        | 78.6     | 9           | 21.4     |
| More than six years | 19        | 54.3     | 16          | 45.7     |

<sup>a</sup>Chi square of 5.135 is significant at the .05 level.

#### Attitudes Toward Change

Item 16. This item consisted of the statement: "Go slowly in introducing new techniques recommended by curriculum specialists." This item distinguished between principals with varying lengths of experience before entering administration. The great majority of principals with six or fewer years of experience before becoming administrators regarded





the item as desirable behavior while those with more than six years of experience before becoming administrators were almost evenly divided in opinion. Thus, in this sample, it appears that a principal with six or fewer years of experience before administration would feel like being cautious in introducing new ideas while those with more than six years of experience might or might not be in favor of introducing new techniques rapidly. These findings are illustrated by Table XXXVII.

TABLE XXXVII

## PRINCIPAL RESPONSES TO ITEM 16 AND EXPERIENCE BEFORE ADMINISTRATION

| Experience          | Desirable |          | Undesirable |          |
|---------------------|-----------|----------|-------------|----------|
|                     | f         | Per Cent | f           | Per Cent |
| Six years or less   | 22        | 75.9     | 7           | 24.1     |
| More than six years | 15        | 51.7     | 14          | 48.3     |

Chi square of 3.658 is significant at the .05 level.

Item 20. This item consisted of the statement: "Permit the use of only those teaching methods which he personally believes to be most effective." This item distinguished between principals with varying amounts of experience before becoming administrators and also between principals with varying amounts of training. About one-third of the principals having six or fewer years of experience before becoming administrators classified the item as desirable behavior while the overwhelming majority of principals having more than six years of experience before administration found the item undesirable. On the basis of this sample it



appears that the chances are fairly good that a principal with six or fewer years of experience before administration would not be biased in regard to teaching methods and that the chances would be almost one hundred per cent that principals with more than six years of experience before administration would not have biases. These findings are illustrated by Table XXXVIII.

TABLE XXXVIII

PRINCIPAL RESPONSES TO ITEM 20 AND EXPERIENCE BEFORE ADMINISTRATION<sup>a</sup>

| Experience          | Desirable |          | Undesirable |          |
|---------------------|-----------|----------|-------------|----------|
|                     | f         | Per Cent | f           | Per Cent |
| Six years of less   | 12        | 32.4     | 25          | 67.6     |
| More than six years | 2         | 5.7      | 33          | 94.3     |

<sup>a</sup>Chi square of 8.197 is significant at the .01 level.

Furthermore, item 20 was classified as undesirable by almost all the principals with bachelor's degrees and undesirable by about two-thirds of the principals with master's degrees. On the basis of this sample, then, it seems that the overwhelming majority of principals with bachelor's degrees are willing to permit varied teaching methods but that more of them tend to form strong opinions as they obtain master's degrees. Table XXXIX illustrates these findings.

Item 22. This item consisted of the statement: "Support the adoption of only those major curriculum changes which are desired by a majority of the teachers." This item distinguished between principals with



TABLE XXXIX  
PRINCIPAL RESPONSES TO ITEM 20 AND AMOUNT OF TRAINING

| Degree     | Desirable |          | Undesirable |          |
|------------|-----------|----------|-------------|----------|
|            | f         | Per Cent | f           | Per Cent |
| Bachelor's | 1         | 4.2      | 23          | 95.8     |
| Master's   | 13        | 27.1     | 35          | 72.9     |

Chi square of 4.001 is significant at the .05 level.

varying amounts of experience before entering administration. Approximately two-thirds of the principals with six or fewer years of experience before administration found this item desirable while only one-third of those with more than six years of experience found this item desirable. On the basis of this sample, then, it appears that the chances of the principal being willing to adopt changes according to majority opinions of teachers are much greater in the case of a principal who has fewer than six years of experience before becoming an administrator. Table XL illustrates these findings.

TABLE XL  
PRINCIPAL RESPONSES TO ITEM 22 AND EXPERIENCE BEFORE ADMINISTRATION<sup>a</sup>

| Experience          | Desirable |          | Undesirable |          |
|---------------------|-----------|----------|-------------|----------|
|                     | f         | Per Cent | f           | Per Cent |
| Six years or less   | 17        | 68.0     | 8           | 32.0     |
| More than six years | 8         | 33.3     | 16          | 66.7     |

<sup>a</sup>Chi square of 5.889 is significant at the .02 level.





Summary of Statistical Findings

Table XLI shows a summary of the statistical findings of this study.

TABLE XLI

## PROBABILITY THAT RESPONSES ARE INDEPENDENT OF CATEGORIES

| Item            | Categories |            |          |                |               |
|-----------------|------------|------------|----------|----------------|---------------|
|                 | Age        | Experience | Training | Type of School | Career, Place |
| 1               | .30        | .70        | .50      | .70            | .30           |
| 2               | .30        | .70        | .50      | .70            | .30           |
| 3               | .50        | .70        | .95      | .05            | .80           |
| 4               | .30        | .50        | .50      | .98            | .05           |
| 5               | .70        | .70        | .50      | .80            | .50           |
| 6               | .70        | .90        | .90      | .30            | .95           |
| 7               | .05        | .50        | .05      | .50            | .90           |
| 8               | .20        | .05        | .70      | .80            | .30           |
| 9               | .99        | .20        | .20      | .30            | .98           |
| 10              | .95        | .70        | .50      | .10            | .70           |
| 11              | .70        | .95        | .70      | .70            | .90           |
| 12              | .98        | .70        | .20      | .50            | .95           |
| 13              | .99        | .50        | .90      | .30            | .95           |
| 14 <sup>a</sup> | —          | —          | —        | —              | —             |
| 15              | .20        | .70        | .50      | .80            | .90           |
| 16              | .10        | .05        | .50      | .30            | .95           |
| 17              | .20        | .90        | .80      | .70            | .95           |
| 18              | .50        | .80        | .50      | .20            | .50           |
| 19              | .70        | .80        | .50      | .70            | .50           |
| 20              | .20        | .01        | .05      | .90            | .80           |
| 21              | .50        | .80        | .20      | .80            | .95           |
| 22              | .90        | .02        | .10      | .95            | .95           |
| 23              | .50        | .80        | .80      | .20            | .90           |
| 24              | .20        | .70        | .50      | .80            | .70           |
| 25              | .50        | .70        | .90      | .80            | .95           |
| 26              | .30        | .20        | .20      | .50            | .70           |
| 27              | .70        | .80        | .80      | .30            | .90           |

<sup>a</sup>There were no differences in observed and theoretical frequencies on this item.



## CHAPTER VII

### OUTCOMES OF THE STUDY

#### I. IMPLICATIONS

##### Implications for Board Policy

The first step in deriving implications from this study is to consider the policy of the Edmonton School Board in relation to the major problems of this study. First, the relation of the policy to that which is documented in the literature will be studied. Second, an assessment will be made to estimate the degree to which the policy is adhered to. Third, the policy will be examined in the light of the findings of this study.

It is possible to determine what Edmonton's policy is in regard to criteria which the Board has not "spelled out" by studying the responses to the questionnaires. This operational definition of the Board's policy will also reveal how well policy now implemented agrees with stated policy. The extent to which the Board's policy, whether written or operational, is consistent with that advocated by writers in the field of educational administration is also an important factor in this study since it is a worthwhile goal for hiring agents to reach a consensus of opinion on what should be done regarding selection practices.

In the matter of principals' ages, Edmonton's policy contains no official statement but the questionnaire results indicate that Edmonton's principals are of a relatively advanced age, and that a policy of promoting



superior teachers or those who have been in the system a long time has been followed.<sup>1</sup> This is further borne out by the fact that the mean number of years of teaching experience before entering any administrative position, not even exclusively the principalship, is 10.2 years. However, there also appears to be a trend to appoint younger, academically well-qualified men. This trend has apparently emerged at a later date, judging by the fact that only eighteen principals in the sample are under forty years of age, and only five of these do not have master's degrees.

This study was unable to attach any great importance to the criteria of age. It revealed only one significant difference in attitudes which could be attributed to the age factor.

Although the policy of Edmonton's board states that it wishes properly experienced administrators, no prescription is made as to the length of experience required. As has just been mentioned, the trend appears to have been to promote individuals with considerable teaching experience. However, as has also been mentioned, there is a trend to promote younger men with less experience, provided they are well-qualified. This appears to be consistent with a policy advocated by Scott,<sup>2</sup> and Campbell,<sup>3</sup> who maintain that much experience does not necessarily

---

<sup>1</sup>The mean was found to be 49.6 years in this study. The literature quoted earlier indicated a mean of 35 to 43 years.

<sup>2</sup>Frank A. Scott, "The Development of an Instrument to Assess the Attitudes of Principals," Journal of Experimental Education, XXXVI (March, 1958), 195.

<sup>3</sup>R. F. Campbell, "Selection and Preparation of School Principals," The Canadian School Principal, J. H. M. Andrews, A. W. Reeves and Fred Enns (eds.) (Toronto: McClelland and Stewart Limited, 1962), p. 45.





result in a better principal.

The length of experience before entering administration was found to be a relatively important factor in revealing significant differences in principals' attitudes in this study. It accounted for four of the nine significant differences that were found.

Another apparent trend is that in the past Edmonton's Board has drawn much of their administrative material from outside the city. It is doubtful whether this trend will continue in the light of the policy statement. Unfortunately, the number in the present sample of those who had not taught outside of Edmonton was too small in comparison to those who had to be amenable to statistical treatment.

The school Board's policy in regard to requiring principals to obtain master's degrees by 1970 appears to be highly consistent with that documented elsewhere.<sup>4</sup> Although there are a large proportion of principals now employed in Edmonton with bachelor's degrees this will undoubtedly change. The younger men will obtain the degrees or have them when appointed and the older men will gradually retire.

This study indicated that master's and bachelor's training might produce some differences in principals' attitudes. Two of the significant differences in attitude which the study revealed are attributable to the criteria of training.

#### Implications for a Hiring Agent

The significant differences between attitudes of principals which

---

<sup>4</sup>Supra, p. 11.



this study revealed provide for a few implications which a hiring agent might find interesting in selecting principals. The ideal situation might be to be able to designate a "stereotype" of principal behavior according to each of the variables in the study. In other words, it would be convenient if a hiring agent were able to say with some certainty that a principal of a certain age had a certain attitude towards the school system. Unfortunately, the study did not produce any such definite results.

In the first place, the item which distinguished between principals in different types of schools can be eliminated from a discussion which would interest a hiring agent. This categorization for principals was merely used as a control variable to ensure that differences in attitudes were not due to it and not to age, experience, training or career and place bound orientation. The remainder of the items, then, can be subdivided on the basis of whether they pertained to attitudes towards parents or change since none of the items pertaining to relationships with teachers were found significant.

The attitudes on three items pertaining to relationships with parents were significantly different. It was found that career bound principals tend to allow parents to question the educational beliefs of teachers. It was also found that older, and particularly middle-aged, principals tend to wish to prevent the questioning of school practices by Home and School and other organization, but that principals with bachelor's degrees tend to allow this sort of questioning. Furthermore, principals with fewer than six years of experience before becoming



administrators apparently wish to prevent parents from "dropping into" the school.

Seemingly, then, there may be two types of principals for which a hiring agent could be alerted to watch. One type would have a permissive attitude toward parents--that is, he would let them interact freely with school personnel. The other type would tend to feel that parents should have little to do with the school's affairs. According to this study, career bound, younger principals with more than six years of experience before becoming administrators might be typical of the first type of principal. On the other hand, place bound, older principals with master's degrees and little teaching experience before becoming administrators might be typical of the other type of principal.

The attitudes on three items pertaining to change were also significant. There was apparently no extreme division such as some principals being opposed to change and some in favor. However, it did appear that principals with less than six years of experience before becoming administrators tended to feel cautious about introducing new techniques and somewhat conservative about allowing teachers to try out techniques with which the principals were not familiar. On the other hand, principals with more than six years of experience before administration seemed to be willing to let teachers try techniques with which they, themselves, were not familiar. However, the possession of a master's degree seemed to give principals a stonger opinion as to what are the "right" methods of teaching. It was also found that principals with less than six years of experience before becoming administrators tended to rely on majority







opinions of the teachers as to whether to try out new ideas.

In summary, it appears that the amount of experience a principal has before entering administration is a highly important factor in his attitude toward, and thus perhaps his behavior in, the school system. This variable accounted for four of the nine significant differences in attitude which were found. Differences in amount of training accounted for two of the differences in attitude which were found. Career and place bound orientation and variation in ages each accounted for one of the significant differences in attitude which were found.

#### Implications for Further Research

The fact that there were significant differences in attitudes according to the various categorizations of principals seems to indicate that a study of variables such as age, experience, training and career or place bound orientation is worthwhile. The fact that some tests showed chi squares which nearly reached the required level of significance is also encouraging. However, there seem to be two major problems which might be overcome by further research.

The first of these problems relates to sampling. It seems logical to attempt a duplication of the research reported herein rural areas or smaller cities where categorizations of principals would probably be numerically different and where different attitudes from those found in this study could possibly prevail. It would also seem logical to find cities where the age range of principals would be greater, where more principals were career bound or cosmopolitan and where there was an appreciable percentage of women principals.



The second problem relates to the use of an instrument. It is recognized that statistics and conclusions dependent upon the principals' own views of their attitude towards the school system pose the problem of differences between self-perception and what actually exists. Hopefully, some progress was made toward the solution of this problem when the investigator made an attempt to devise a rating scale for principals. This was based on the writings and investigations of Andrew W. Halpin.

Two dimensions of leader behavior, Initiation of Structure and Consideration are involved in Halpin's study of a number of job situations including educational administration. The following definition is given:

Initiating Structure refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well defined patterns of organization, channels of communication, and ways of getting the job done. Consideration refers to behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and members of the group.<sup>5</sup>

From the point of view of this study, the most important reason for including a discussion of Halpin's findings stemmed from the implication that the attitudes and behavior of a principal could be measured in only two dimensions. Halpin strongly supports this implication in the development of one of his articles.

The importance of both forms of leader behavior, Initiating Structure and Consideration, is illuminated by Cartwright and Zander's delineation of the two fundamental objectives of all groups: 'It appears that most, or perhaps all, group objectives can be subsumed under one of two headings: (a) the achievement of some specific group goal or (b) the maintenance or strengthening

---

<sup>5</sup> Andrew W. Halpin, "The Leader Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, XXV (Winter, 1955), 22.



of the group itself.' To fulfill these two group objectives, both forms of leader behavior are required.<sup>6</sup>

A number of assumptions were made based on the above discussion. First, it was assumed that principals were in a position to have opinions as to how well other principals "got along" with staff members and how effectively other principals organized their schools. These are the elements of Consideration and Initiation of Structure, respectively. It was further assumed that these two concepts could be combined under one global heading without losing any essential elements of either. This was done for two reasons. The first was that principals would be so familiar with the terms Initiation of Structure and Consideration that offering of these two terms as a stimulus would provoke many irrelevant negative or positive connotations. The second reason was to further simplify the situation. Thus, a third assumption was that principals could make peer ratings of their colleagues on what was called professionalism. This was defined as having warm and understanding relationships with staff members but still organizing the facilities of the school for effective education. The professionalism rating was to be on a six-point scale with zero being the lowest rating and five the highest.

The technique of peer group rating is not without precedent in research although principals have apparently not been asked to rate other principals. However, in other theses, Bosetti asks teachers to rate principals<sup>7</sup> and McTaggart requires teachers to rate other

---

<sup>6</sup>Ibid., p. 18.

<sup>7</sup>R. Bosetti, "Congruence of Expectations, Sensitivity to Perceptions and Rated Administrative Effectiveness" (unpublished Master's thesis, University of Alberta, Edmonton, 1966).







teachers.<sup>8</sup>

The technique of having principals rate other principals was used successfully in the pilot project of this study. In a rural school division the variation for the average rating of fourteen principals was from 1.75 to 4.50. The technique was attempted in Edmonton but the administrators found such a procedure unacceptable. Therefore, it is suggested that further research be attempted on a rating scale by either revising it to a more ethically acceptable form or by sampling only those geographical area which will agree to the use of a rating scale.

## II. CONCLUSIONS

The consideration of each of the sub-problems in the study gave rise to the following conclusions:

1. The criteria considered important in appointing principals as mentioned in the literature are age, type and length of experience, education, intelligence, and personality.
2. The policy of the Edmonton Public School Board indicates that it considers experience, education, and familiarity with the system to be of considerable importance in appointing principals.
3. There appears to be congruence between the policy of Edmonton's Board and that policy documented elsewhere in regard to training. In regard to age and experience the Edmonton policy is less clearly defined than that in the literature.

---

<sup>8</sup>John Andrew McTaggart, "An Analysis of the Role of the Head Teacher in Brutish Columbia" (unpublished Master's thesis, University of Alberta, Edmonton, 1966).



4. Edmonton's practices in regard to selection of principals appear to be consistent with the written policies.

5. Since only nine chi square tests revealed significant differences between attitudes of principals in different categories, the hypotheses of the study must be rejected. The writer is also cognizant of the fact that some of these differences might have occurred by chance. Therefore, it cannot be concluded that principals' ages, experience before administration, training, career-place bound orientation, or the type of school in which the principal works are related to his attitudes towards change or relationships with parents and staff.



## BIBLIOGRAPHY





## BIBLIOGRAPHY

- Abrahamson, Mark. "Cosmopolitans, Dependence Identification and Geographical Mobility," Administrative Science Quarterly, X (1965-66), 98-108.
- Bosetti, Rino. "Congruence of Expectations, Sensitivity to Perceptions and Rated Administrative Effectiveness." Unpublished Master's thesis, University of Alberta, Edmonton, 1966.
- Bryant, Bill. "Academic and Professional Education Requirements for Elementary Administrative Credentials," Journal of Teacher Education, XVI (March, 1965), 74-76.
- Campbell, R. F. "Selection and Preparation of School Principals," The Canadian School Principal, John H. M. Andrews, A. W. Reeves and Fred Enns, editors. Toronto: McClelland and Stewart Limited, 1962, pp. 41-51.
- Campbell, R. F., J. E. Corbally, and J. A. Ramseyer. Introduction to Educational Administration. Boston: Allyn and Bacon, 1958.
- Carlson, Richard O. Executive Succession and Organizational Change. Chicago: Midwest Administration Center, University of Chicago, 1962. 84 pp.
- \_\_\_\_\_. "Succession and Performance Among School Superintendents," Administrative Science Quarterly, VI (June, 1961), 210-15.
- Davis, John E. "Criteria and Procedures Used in Selecting Administrative Personnel in Large Urban School Systems in Eastern Canada." Unpublished Master's thesis, University of Alberta, Edmonton, 1962.
- \_\_\_\_\_. "Selecting Administrators," Alberta Journal of Educational Research, IX (June, 1963), 94-99.
- Department of Elementary School Principals. The Elementary School Principalship--A Research Study. Thirty-Seventh Yearbook of the National Education Association. Washington: National Education Association, 1958.
- Forester, J. J. "Selecting and Training School Principals," National Elementary Principal, XXXIV (October, 1954), 32-35.
- Greene, J. E. "How Do Large Cities Select Principals?" National Elementary Principal, XXXIV (May, 1955), 33-36.



- Gouldner, Alvin. "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, II (1957-58), 281-306.
- Grobman, Hulda and V. A. Hines. "What Makes a Good Principal," The Bulletin of the Association of Secondary School Principals, XL (November, 1956), 6-20.
- Hadley, W. M. "The Selection of School Principals," American School Board Journal, CXXV (July, 1952), 25-26.
- Halpin, Andrew W. "The Leader Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, XXV (Winter, 1955), 22-35.
- Houseman, Richard A. "Selective Screening for the Administrator of the Future," A Forward Look, The Preparation of School Administrators, D. Tope, editor. Eugene: University of Oregon Press, 1960.
- Keeler, B. T. "Dimensions of Leader Behavior of Principals, Staff Morale and Productivity." Unpublished Doctoral dissertation, University of Alberta, Edmonton, 1961.
- National Education Association. The Elementary Principal. Twenty-seventh Yearbook. Washington: National Education Association, 1948.
- Otto, Henry J. "Principal Preparation at the Crossroads," Educational Leadership, XIII (October, 1955), 28-35.
- Paulsen, Robert F. "The Identification and Selection of School Administrators," A Forward Look, The Preparation of School Administrators, D. Tope, editor. Eugene: University of Oregon Press, 1960.
- Peach, J. W. "Procedures and Criteria Used in Selecting Administrative Personnel in Large Urban School Systems in Western Canada." Unpublished Master's thesis, University of Alberta, Edmonton, 1963.
- Porter, Lynman W. "Differential Self-Perceptions of Management Personnel and Line Workers," American Sociological Review (April, 1958), 105-08.
- Romans, Robert. "Eight Planks of Elementary Principalship," The School Executive, LXXVII (September, 1957), 71-75.
- Scott, Frank A. "The Development of an Instrument to Assess the Attitudes of Principals," Journal of Experimental Education, XXXVI (March, 1958), 193-201.
- Toombs, W. N. "Administrative Requirements of Principals and Superintendents," Canadian Education and Research Digest, VII (March, 1962), 60-71.



Wallin, H. A. "Nominations as a Technique for Identifying Potential Principals." Unpublished Master's thesis, University of Alberta, Edmonton, 1962.





## APPENDIX

### THE QUESTIONNAIRE



Dear Principal:

I would much appreciate your completing the enclosed questionnaire and returning it to me as soon as possible. This is to help me with my thesis in Educational Administration at the University of Alberta. All replies are confidential and no data will be reported to the university or to any other agency which will reveal the identity of your school or yourself.

If you wish to make any comments regarding the questionnaire, feel free to do so.

Sincerely,

Karl O. Peterson.



## PART I

Fill in the Blanks.

1. Age \_\_\_\_\_
2. Degrees \_\_\_\_\_
3. Number of courses beyond last degree \_\_\_\_\_
4. Have you ever taught outside of Edmonton \_\_\_\_\_  
(Do not count Jasper Place or Beverly as outside)
5. How many years did you teach outside of Edmonton? \_\_\_\_\_
6. Were you a teacher or a principal outside of Edmonton immediately  
before you became a principal in Edmonton? \_\_\_\_\_
7. Total years of teaching experience \_\_\_\_\_
8. Years of experience before becoming an administrator \_\_\_\_\_  
(Count Department Head and Assistant Principal as being an administrator.)
9. Were you in an administrative position before your first appointment  
as a principal? Yes \_\_\_\_\_ No \_\_\_\_\_  
(Count Department Head and Assistant Principal as being an administrator.)
10. Grades in your school: 1-6 \_\_\_\_\_ 1-9 \_\_\_\_\_ 7-9 \_\_\_\_\_ 10-12 \_\_\_\_\_  
Other \_\_\_\_\_ (specify)
11. Size of your school: 10 or fewer teachers \_\_\_\_\_ 10-20 teachers \_\_\_\_\_  
20-30 teachers \_\_\_\_\_ More than 30 \_\_\_\_\_
12. Would you leave your present school if you were offered any position  
(in education) of greater prestige? (Mark one answer only)
  - (a) at a lower salary \_\_\_\_\_
  - (b) at the same salary \_\_\_\_\_
  - (c) at a higher salary \_\_\_\_\_
  - (d) wouldn't leave \_\_\_\_\_
  - (e) don't know \_\_\_\_\_
  - (f) this item not relevant to my particular situation \_\_\_\_\_





13. Which of the following do you think you have done or will do? .

(a) remain in a place with satisfactory living conditions until a  
principalship becomes available \_\_\_\_\_

(b) move from place to place seeking a principalship \_\_\_\_\_

## PART II

### Instructions:

Listed below are a number of activities in which a principal can engage. Please answer questions 1-27 by circling the letter which represents your reply.

What obligations do you feel as principal of your school to do the following activities?

I feel that, as principal of this school, I . . . . .

A . . . Absolutely must

B . . . Preferably should

C . . . May or may not

D . . . Preferably should not

E . . . Absolutely must not

N . . . This activity not relevant to my particular situation

- |                                                                                                                            |             |
|----------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. Permit parents to visit classrooms unannounced<br>during regular classroom hours                                        | A B C D E N |
| 2. Attempt to restrict as much as possible the<br>part parents play in school affairs                                      | A B C D E N |
| 3. Give considerable weight to parental wishes when<br>placing a student in a particular class or program                  | A B C D E N |
| 4. Discourage parental questioning of educational<br>beliefs of faculty members                                            | A B C D E N |
| 5. Establish the policy that when parents are needed<br>they will be sent for; that is "Don't call us,<br>we'll call you." | A B C D E N |
| 6. Establish the policy that parents may have access<br>to the principal at all times during the school day                | A B C D E N |



- |                                                                                                                                                                          |   |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 7. Attempt to redirect the activities of the Home and School Association or similar organizations that are beginning to question school practices                        | A | B | C | D | E | N |
| 8. Discourage parents from coming to the school without first notifying the office of the purpose of their visit                                                         | A | B | C | D | E | N |
| 9. Give additional free time to teachers who are trying out new ideas in their classrooms                                                                                | A | B | C | D | E | N |
| 10. Insist that educational experimentation has no place in the school                                                                                                   | A | B | C | D | E | N |
| 11. Attempt to secure teachers who are interested in experimenting with new educational ideas                                                                            | A | B | C | D | E | N |
| 12. Encourage the introduction of new curricular changes which he believes in though there is little proof that the new curriculum will do a better job than the old one | A | B | C | D | E | N |
| 13. Encourage the staff to learn about and try out some of the "new ideas" coming from the schools of education                                                          | A | B | C | D | E | N |
| 14. Encourage teachers to consider adopting new educational ideas which have been tried out in other communities and found to be successful                              | A | B | C | D | E | N |
| 15. Resist the introduction of a new educational method when he believes the current method is reasonably satisfactory                                                   | A | B | C | D | E | N |
| 16. Go slowly in introducing new techniques recommended by curriculum specialists                                                                                        | A | B | C | D | E | N |
| 17. Encourage schools of education to conduct experimental research in the schools                                                                                       | A | B | C | D | E | N |
| 18. Make only those changes in teaching methods which are being introduced on a system-wide basis                                                                        | A | B | C | D | E | N |
| 19. Refuse to subject pupils to major curriculum changes unless the new curriculum has been tried out in other schools and found to be successful                        | A | B | C | D | E | N |
| 20. Permit only the use of those teaching methods which he personally believes to be the most effective                                                                  | A | B | C | D | E | N |



- |                                                                                                                                     |   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 21. Seek out new ideas to introduce into the school's program                                                                       | A | B | C | D | E | N |
| 22. Support the adoption of only those major curriculum changes which are desired by a majority of the teachers concerned           | A | B | C | D | E | N |
| 23. Do some classroom teaching each year                                                                                            | A | B | C | D | E | N |
| 24. Visit each classroom for purposes of observation                                                                                | A | B | C | D | E | N |
| 25. Have the privilege of reviewing, and if necessary, revising report cards before they are sent home                              | A | B | C | D | E | N |
| 26. Formally evaluate teachers                                                                                                      | A | B | C | D | E | N |
| 27. Support teachers, in general, when there is a difference of opinion between teachers and board members on matters of curriculum | A | B | C | D | E | N |











**B29874**



0 1620 1066 9966